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ABSTRACT

Designed to improve student retention at Bronx Community College (BCC), this workbook is comprised of sets checklists for use by students in evaluating their progress toward a number of academic, personal, and work-related goals. The workbook is divided into five sections, each containing a set of goals and associated checklists. Part I deals with self-knowledge and interpersonal skills and contains six checklists addressing the goals of developing one's unique personal characteristics; physical and mental health; positive self-esteem; listening and expression skills for interpersonal problem solving; effective relationships with peers and adults; and responsibility for oneself. Part II focuses on bonding with BCC and contains six checklists addressing the goals of developing personal and special relationships with counselors, instructors, and academic advisors; developing a sense of pride as a BCC student; and learning to utilize the college's resources. Part III includes 10 checklists dealing with study habits and study skills. Part IV contains seven checklists on life career planning goals, addressing issues of students' interests, abilities, and their understanding of the internal and external factors relevant to achieving career goals. The final section, dealing with work and job satisfaction, includes checklists concerned with choosing and planning for an occupation; developing job-seeking skills; developing necessary workers' traits; and learning to choose optimal work conditions. A goal achievement worksheet, a self-contract for goal implementation, and a list of references are included. (PAA)

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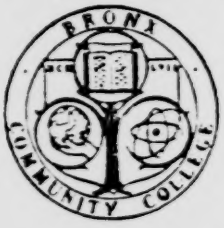


BRONX COMMUNITY COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT
OF
STUDENT
DEVELOPMENT

# R E T E N T I O N

# C H E C K L I S T

EMILIO SANTA RITA

1991

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## Summary

### RETENTION CHECKLIST

This workbook was designed to improve retention by helping students check off specific goals and implement the goals to becoming SUCCESSFUL students. The workbook is divided into sections. Under each section are subgoals and plans to implement the goals.

Part I: Self-knowledge and Interpersonal skills. Successful students value the positive aspects of themselves, have affirmed themselves in terms of gifts, talents, worth, and uniqueness. They respect themselves, respect others, and have self-confidence enough to accept the challenge of learning at the college level and the challenge of adjusting to the college experience. Under Part I, subgoals were developed that included items on positive feeling toward self and responsibility toward self and others.

Part II. Bonding with Bronx Community College. Successful students have a sense of belonging to the college community. They can identify with college educated people who are their positive role models. They assert their needs and seek help for problems. Under Part II, subgoals were developed that included items on the bonding process of students with counselors, instructors, advisors and the college.

Part III. Study Habits and Study Skills. Successful students have the study habits and study skills necessary to master the learning process. They have the skills in self-management so that work demands and conflicts do not consume much time and energy. Under Part III, subgoals were developed that included items on study habits, study skills and time management.

Part IV: Life and Career Planning. Successful students have explored the ways their values, interests, and abilities match their curriculum of studies. They have found the ways a college education will help them clarify and reach their personal goals. Under Part IV, subgoals were developed that included items on career values, interests and abilities, and decision-making.

Part V: Work and Job Satisfaction. Successful students have decided on a career from which they get satisfaction and a sense of importance. At work, they are appreciated for their contribution and dedication. Under Part V, subgoals were developed which included items on job search skills, job satisfaction, and job promotion.

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Educators say, "Forget about improving retention. Concentrate on improving student success. When students succeed, you do not have to worry about students dropping out and failing." But what makes a student successful?

Research* has shown that students succeed for the following reasons:

> Successful students value the positive aspects of themselves, and have affirmed themselves in terms of gifts, talents, worth, and uniqueness. They respect themselves, respect others and have self-confidence enough to accept the challenge of learning at the college level and the challenge of adjusting to the college experience (see Part I: Self-Knowledge and Interpersonal Skills).
>
> Successful students have a sense of belonging by which they feel they are members of the college community. They can identify with college educated people who are their positive role models. They assert their needs and seek help for problems (see Part II: Bonding with Bronx Community College).

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*See Reference section.

Successful students have the study habits and study skills necessary to master the learning process. They have skills in self-management so that work demands and conflicts do not consume much time and energy (see Part III: Study Habits and Study Skills).

Successful students have explored the ways their values, interests, and abilities match their curriculum of studies. They have found the ways a college education will help them clarify and reach their personal goals (see Part IV: Life and Career Planning).

Successful students have a decided on a career from which they get satisfaction and a sense of importance. At work, they are appreciated for their contribution and dedication (see Part V: Work and Joh Satisfaction).

How can this booklet help you? As you go through each part, "check" along each statement what you need to do in order to become a successful student. When you come up with something that has to be done (marked "Not At All" on the scale), develop a plan for getting it done and then, put the Plan into Action.

January 1, 1991 THE AUTHOR

## Part I: SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Goal A: Successful students will develop and will make part of their own an understanding of their UNIQUE PERSONAL CHARACTERISTICS.....2

Goal B: Successful students will develop and will make part of their own the personal skills that will lead to satisfactory PHYSICAL and MENTAL HEALTH.....4

Goal C: Successful students will become aware of and will use their FEELINGS positively for themselves and in relation to others.....6

Goal D: Successful students will develop and will make part of their own the LISTENING and EXPRESSION skills that will allow for INVOLVEMENT with others in PROBLEM-SOLVING and in HELPING relationships.....8

Goal E: Successful students will develop and will make part of their own the ability to maintain EFFECTIVE RELATIONSHIPS with PEERS and ADULTS.....10

Goal F: Successful students will develop and will make part of their own the ability to assume RESPONSIBILITY for themselves and to learn to manage their environment.....12

Part I: Self-knowledge and Interpersonal Skills

Goal A: Successful students will develop and will make part of their own an understanding of their UNIQUE PERSONAL CHARACTERISTICS.

| | Always | Most times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe the things that I like about myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe the things about me that attract other people to me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can describe the ways in which I show that I respect and love myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can identify the things that I am good at outside of school and describe why I am good at them. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can explain the things that I must do to improve my school performance. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can describe the academic expectations that I have for myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how I feel about myself and about how my life is developing. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I generally feel positive about the events that occur daily in my life. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can describe how a positive mental attitude is better than a negative one. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can describe how I am working to make my own a positive mental attitude toward my own life. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | |
| 4 | 8 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part I: Self-Knowledge and Interpersonal Skills

Goal B: Successful students will develop and will make part of their own the personal skills that will lead to satisfactory PHYSICAL and MENTAL HEALTH.

| | Always | Most times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can list things that I do in order to take care of myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can tell how exercise and eating habits make a difference in how I think and act. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can tell how I keep my body healthy. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can tell how I keep myself feeling happy. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can tell why I am an important person to myself and others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can tell what makes me unhappy or angry and how I deal with those feelings. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can define the word <u>stress</u> and list some ways I relax when I feel stressed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can distinguish between things that are helpful and harmful to my physical health. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part I: Self-Knowledge and Interpersonal Skills

Goal B: Successful students will develop and will make part of their own the personal skills that will lead to satisfactory PHYSICAL and MENTAL HEALTH. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 9. I can distinguish between things that are helpful and harmful to mental health. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can list things to do in a medical emergency. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can list three high-stress situations for me and tell how I effectively reduce my stress. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I can look at the ways that I spend my leisure time and see how it affects my physical and mental health. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I know how to manage my personal physical and mental health, in order to achieve total happiness. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this sections, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | |
| 5 | 10 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part I: Self-knowledge and Interpersonal Skills

Goal C: Successful students will become aware of and will use their FEELINGS positively for themselves and in relation to others.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe my feelings toward my family members and friends. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe my feelings toward other people that I need in my daily life. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can describe how my feelings at the moment influence my decisions and affect my actions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can describe how I am either "turned on" or "turned off" by people and things. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can describe how I communicate my feelings to other people. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can describe how I express my feelings in appropriate ways. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how I understand the feelings of others even when they are not being expressed appropriately. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can describe how I express positive feelings toward friends and acquaintances. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can describe the effects that pleasant and unpleasant feelings have on me. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part I. Self-knowledge and Interpersonal Skills

Goal C: Successful students will become aware of and will use their FEELINGS positively to improve themselves and their relationships with others. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I can define self-esteem and describe ways in which I am building my self-esteem. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I understand that self-esteem is the greatest gift that I can give myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I can explain the statement, "No one can make you feel inferior without your consent." | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part I: Self-knowledge and Interpersonal Skills

Goal D: Successful students will develop and make part of their own the LISTENING and EXPRESSION skills that will allow for INVOLVEMENT with others in PROBLEM-SOLVING and in HELPING relationships.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can listen and talk with different people. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can talk so that others can understand what I am saying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can listen and speak in a way in which I can understand others and they can understand me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can talk and listen to those whom I choose as friends and those who are not close friends. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can describe how what I say affects what other people do, and how what others say affects what I do. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can list ways in which others listen and express their thoughts and feelings to me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can list ways in which I communicate with others through "body language." | [ ] | [ ] | [ ] | [ ] | [ ] |

Part I: Self-Knowledge and Interpersonal Skills

Goal D: Successful students will develop and will make part of their own the LISTENING and EXPRESSION skills that will allow for INVOLVEMENT with others in PROBLEM-SOLVING and in HELPING relationships. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 8. I can explain how listening and talking helps to solve problems. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can explain how good communication skills can improve my relationships with others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can explain how good communication skills help me work within a group. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can provide examples of situations in which my communication skills helped others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I can summarize ways in which good communication skills encourage problem solving. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I can look at my current communication skills and consider how they can be improved. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | |
| 5 | 10 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part I: Self-knowledge and Interpersonal Skills

Goal E: Successful students will develop and will make part of their own the ability to maintain EFFECTIVE RELATIONSHIPS with PEERS and ADULTS.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can tell how I work and play well with others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can tell how I make a friend. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can tell how I make and keep a friend. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can tell the things I do to make others feel good or bad. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can tell how I cooperate with my friends and adults - both at school and at home. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can tell about my relationships with those in my family. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can discuss skills that help me make and keep friends. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can tell why good family relations are important and how they are formed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can explain the importance of friendship with peers and adults. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part I: Self-knowledge and Interpersonal Skills

Goal E: Successful students will develop and will make part of their own the ability to maintain EFFECTIVE RELATIONSHIPS with PEERS and ADULTS. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I can provide examples of ways in which my behaviors affect others' behaviors toward me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can assess my current social and family relationships and evaluate their effectiveness. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I can discuss the value of maintaining effective relationships throughout my entire life. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part I: Self-knowledge and Interpersonal Skills

Goal F: Successful students will develop and will make part of their own the ability to assume RESPONSIBILITY for themselves and to learn to manage their environment.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can list some things I can do for myself. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can list some jobs that I do at home and at school. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can tell what my jobs are, and I can be trusted to do them. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can tell how as I grow up (mature) I need to develop more self-control. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can tell about some of my responsibilities and the effect that they have on others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can list the responsibilities that people have at school and tell why some people have more or different responsibilities than others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can explain how responsibility can help me manage my life better. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part I: Self-Knowledge and Interpersonal Skills

Goal F: Successful students will develop and will make part of their own the ability to assume RESPONSIBILITY for themselves and to learn to manage their own environment.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 8. I know when I take responsibility for myself and <u>when</u> I do not. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can provide examples of the ways in which I manage my environment. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can explain how avoiding taking responsibility for my actions hurts my ability to manage my environment. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can tell how taking responsibility for myself helps my life. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

## Part II: BONDING WITH BRONX COMMUNITY COLLEGE

Goal A: Successful students will develop a personal and a special relationship with their COUNSELORS.....15

Goal B: Successful students will develop a personal and a special relationship with their INSTRUCTORS.....18

Goal C: Successful students will develop a personal and a special relationship with their ACADEMIC ADVISORS.....20

Goal D: Successful students will IDENTIFY with BCC and will be proud to be BRONX COMMUNITY COLLEGE students.....22

Goal E: Successful students will utilize the RESOURCES of the college.....24

Part II: Bonding with Bronx Community College

Goal A: Successful students will develop a personal and a special relationship with their COUNSELORS.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know my counselor's name and face, office location, office hours, and telephone number. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. If I have a personal problem, I feel free to discuss the problem with my counselor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I discuss with my counselor different ways of solving a problem I have been facing. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I share my real feelings about things with my counselor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I ask for help with understanding personal and family problems. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I talk with my counselor about the educational requirements for the career I am considering. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I talk with my counselor about my ability to succeed in college. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I discuss with my counselor how to improve my study skills and study habits. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I discuss courses that I plan to drop. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I and my counselor work out a plan to get off of Academic Probation. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part II: Bonding with Bronx Community College

Goal A: Successful students will develop a personal and a special relationship with their COUNSELORS. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 11. I and my counselor are working out a plan for when I return from Academic Suspension. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I discuss unresolved ABS and INC grades with my counselor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I talk with my counselor about what I plan to do when I finish college. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I examine my values, interests, and abilities, and see if they fit my career plans. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I plan with my counselor my program of courses for early registration [for the first semester]. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 16. I make course selections with the help of my counselor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 17. I discuss various occupations that are related to my curriculum. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 18. I discuss my employment possibilities with my counselor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 19. I discuss plans to transfer to a senior college. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 6 | 11 | 16 |
| 2 | 7 | 12 | 17 |
| 3 | 8 | 13 | 18 |
| 4 | 9 | 14 | 19 |
| 5 | 10 | 15 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please it below:

Part II: Bonding with Bronx Community College

Goal B: Successful students will develop a personal and a special relationship with their INSTRUCTORS.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know the names and faces of my instructors. I also know their office locations, office hours, and office telephone numbers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I come to class on time. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I come to class ready to learn and to participate. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I focus my complete attention on explanations or directions given by my instructor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. As I listen carefully, I make a mental picture of what is being explained. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I know what my instructor expects me to learn. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I place myself in a position from where I can easily see my instructor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I ask questions when I don't understand something. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I talk to my teacher after class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I discuss with my teacher how to improve my grades. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I greet and talk to my teacher when I meet her or him on campus. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 4 | 7 | 10 |
| 2 | 5 | 8 | 11 |
| 3 | 6 | 9 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part II: Bonding with Bronx Community College

Goal C: Successful students will develop a personal and a special relationship with their ACADEMIC ADVISORS.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know my academic advisor's name and face, office location, office hours, and office telephone numbers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. In planning for registration, I discuss the courses I have dropped. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. In planning for registration, I discuss ABS, INC, and F grades that I have. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I discuss the courses that I have to repeat. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I let my advisor know if I am on Academic Probation. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I let my advisor know if I am on Academic Suspension waiver. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I review with my academic advisor my midterm grades and my final grade report from the previous semester. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I discuss the pre-requisites and co-requisites of the courses I plan to take. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I let my advisor know of my work, family and other commitments, in order to help us decide how many credits I can take for the next semester. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | 9 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part II: Bonding with Bronx Community College

Goal D: Successful students will IDENTIFY with BCC and will be proud to be BRONX COMMUNITY COLLEGE students.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know the name and face the president of the college. I also know his office location, his office hours, and office telephone numbers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know the names and faces of the Deans of Students, their office locations, their office hours, and their office telephone numbers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I know the names and faces of the student representatives, their office locations, their office hours, and their office telephone numbers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I vote in student elections. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. If I am qualified, I run for the open student representative office. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I am a member of a student club. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I take advantage of Thursday club hours: the movies, the seminar speakers, the plays, growth workshops, etc. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I listen to BCC radio. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I read and bring home the BCC newspaper. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I watch and cheer for the BCC basketball, baseball, and volleyball teams. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part II: Bonding with Bronx Community College

Goal D: Successful students will IDENTIFY with and will be proud to be BRONX COMMUNITY COLLEGE students. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I can sing the BCC school song. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I buy notebooks with the BCC logo. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I buy shirts, jackets, etc. that have the BCC logo. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I display a BCC pennant in my room. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I have a BCC sticker on my car. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | 14 |
| 5 | 10 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part II: Bonding with Bronx Community College

Goal E: Successful students will utilize the RESOURCES of the college.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know when and what kind of assistance is available from a professor or tutor. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know of a few upperclassmen who I can consult with in each course that I am taking. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I know the sources of help for any of the courses that I am taking. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I have found alternate textbooks and reference materials which may be helpful to me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I have a habit of keeping track of information that is on bulletin boards. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I know of and make use of the help available at the PASS center. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I know of and make use of the audio-visual aids available at the Learning Center. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I use the College library to do research. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I make use of the Career and Transfer Library. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I know and make use of the assistance available at the Child Care Center. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part II: Bonding with Bronx Community College

Goal E: Successful students will utilize the RESOURCES of the college. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 11. I know and make use of the Health and Nursing services. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I fill out on time my PELL, TAP and other financial aid forms at the Financial Aid Office. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number:

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

## Part III. STUDY HABIT AND STUDY SKILLS

Goal A: Successful students will develop and will maintain a strong MOTIVATION to study.....27

Goal B: Successful students will develop and will make part of their own TIME-MANAGEMENT skills.....29

Goal C: Successful students will look for and will create CONDITIONS HELPFUL to studying.....31

Goal D: Successful students will develop and will make part of their own skills in using all the HELPFUL TOOLS with which to study.....33

Goal E: Successful students will develop and will make part of their own a method of increasing their CONCENTRATION skills.....35

Goal F: Successful students will develop and will make part of their own a method of increasing their MEMORY skills.....37

Goal G: Successful students will develop and will make part of their own the SQ3R method of READING.....39

Goal H: Successful students will develop and will make part of their own NOTE-TAKING skills.....42

Goal I: Successful students will develop and will make part of their own TEST-TAKING skills.....46

Goal J: Successful students will develop and will make part of their own skills in taking DIFFERENT TYPES of test.....49

Part III Study Habit and Study Skills

Goal A: Successful students will develop and will maintain a strong MOTIVATION to study.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I make a real effort to get the best grades that I can in every class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I tell myself that I should study in order to prepare myself for my future career. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. Doing as well as I can makes me a credit to my parents and to my school. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I tell myself that a sense of self-fulfillment comes from studying well. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I am realistic about my strengths and weaknesses. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I am responsible for my own activities; I don't make excuses and blame others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I set challenging but reachable goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I take personal obstacles into account when planning to study. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. If I am bored with an assignment, I keep working at it anyway. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal A: Successful students will develop and will maintain a strong MOTIVATION to study. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I continue to try even if I don't do as well as others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I try to learn from any errors that I make on a test. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. If I am absent, I make up the work that I missed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. If I don't understand something, I ask the teacher to explain it to me. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | |
|---|---|---|
| 1 | 6 | 10 |
| 2 | 7 | 11 |
| 3 | 8 | 12 |
| 4 | 9 | 13 |
| 5 | 10 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal B: Successful students will develop and will make part of their own TIME-MANAGEMENT skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I set aside time for studying each course that I am taking. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. Whenever I study, I spend some time reviewing material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I start early on a long-term project. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I have a regular time each day for studying particular subjects. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. When I study, I take a break every thirty to forty minutes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I take the time soon after class to review my lecture notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. Before I study, I estimate the amount of time I need for doing an assignment. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I know what is the best time of the day for me to study. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal B: Successful students will develop and will make part of their own TIME-MANAGEMENT skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 9. I prepare a weekly schedule so that I can be efficient. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. To save time in doing assignments, I question the teacher <u>in</u> <u>class</u> if I am not sure of how to do the assigned work. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I take time to write down all my assignments. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I review regularly <u>even</u> if there is no up-coming test. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I always know the purpose of my assignments so that I am more interested and can work faster. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I set aside time for fun and recreation. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 5 | 9 | 13 |
| 2 | 6 | 10 | 14 |
| 3 | 7 | 11 | |
| 4 | 8 | 12 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal C: Successful students will look for and will create CONDITIONS HELPFUL to studying.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. If I can, I often study and review with others. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I study in a quiet place, that has no television or radio playing. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I study in the same place, at the same time. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I have all the necessary materials at hand for studying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I try not to lie down or be too comfortable when I study. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I have a good food diet in order to have the necessary energy with which to study. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I get sufficient sleep so that I will truly understand what I am studying and remember what I study. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal C : Successful students will develop and will create CONDITIONS HELPFUL to studying. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 8. I work toward a balanced blend of work and play. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I alternate between verbal and mathematical subjects with a rest period - so that I don't get bored. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I actively involve myself in my studying by - summarizing, reciting, underlining, outlining, etc. - as an aid to my concentration. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal D: Successful students will develop and will make part of their own skills in using all the HELPFUL TOOLS with which to study.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I use dictionaries, indexes, encyclopedias, and magazines to help me study. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know how important it is to understand what is being presented in the pictures, charts, tables, glossaries, end-of-chapter questions, etc., that are in books. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I keep in my notebook lists of important terms, names, and dates that I find in my textbooks. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I put on index cards the words, formulas, definitions, etc. that cause me difficulty, and I refer to these cards during free moments. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I keep a well-organized notebook - with sections for assignments, vocabulary, and lecture notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I write down all my assignments for each class in a special section of my notebook. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I use the library and I know how to use the card catalogue. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I use the Learning Center and all the audio-visual aids that I need to study. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part III: Study Habits and Study Skills

Goal E : Successful students will develop and will make part of their own a method of increasing their CONCENTRATION skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I am interested in learning my courses. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I vary my activities when I study - read, write, recite, take a break - this way I am more likely to remain interested in my work. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I challenge myself to do a certain amount of work in a certain amount of time. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I quickly review important material from the past <u>before</u> I start a new assignment. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I start to work as soon as I sit down at my desk. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I make my family aware of my need for quiet study time. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I study in a well-lighted, airy room. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I study the same subject, in the same place, at the same time, each day. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal E: Successful students will develop and will make part of their own a method of increasing their CONCENTRATION skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 9. I choose to work in a place where there are very few distractions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I have all my necessary equipment and materials within easy reach. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I make a special effort to find an interest in the courses I take. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I intend to work hard even though I don't like a subject. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. It does not take a long time for me to "get into" studying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. Before studying, I organize my work so that I use my time effectively. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I quickly bring my attention back to studying when my thoughts wander. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 16. I seek help if I am frequently distracted by personal problems. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 5 | 9 | 13 |
| 2 | 6 | 10 | 14 |
| 3 | 7 | 11 | 15 |
| 4 | 8 | 12 | 16 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal F: Successful students will develop and will make part of their own a method of increasing their MEMORY skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know that the first step in remembering a subject is to get <u>interested</u> in the subject. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I <u>intend</u> to remember the subject content. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I give the subject my complete attention. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I feel <u>confident</u> that I can remember if I want to. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I search for the <u>organization</u> of ideas (using headings, summary). | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I take care to accurately understand and learn the material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I <u>recite</u> from memory or quiz myself immediately after reading each major section in a chapter. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I <u>review</u> my class notes and readings at least once a week or more. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal F: Successful students will develop and will make part of their own a method of increasing their MEMORY skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 9. I use several methods to reinforce learning and remembering, i.e. note-taking, discussing with friends, reciting aloud. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I put together what I now want to remember with what I already know. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I study subjects that are different, one after the other (for example, study history, then math rather than political science) to avoid interference and forgetting. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I study in thirty-to-forty-minute study sessions, with short breaks in between to keep my memory at peak levels. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number:

| | | |
|---|---|---|
| 1 | 5 | 9 |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal G : Successful students will develop and will make part of their own the SQ3R method of READING.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| Step 1. SURVEY | | | | | |
| 1. When I first get a textbook, I look over carefully the introduction which will tell me something about the author's plan in writing the book. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I look over the table of contents which will tell me about the way the book divides the material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I look over chapter summaries, so that I can use them to get an idea of what I can expect to read in the coming weeks. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I look over the graphs and/or charts to see how they can help me understand what I am reading. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I read the subheadings of a chapter which will break down the material into smaller units that will help me tackle the big topic that is being studied. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I read the first sentence of each paragraph to get an overview of the main ideas in the lesson. | [ ] | [ ] | [ ] | [ ] | [ ] |
| Step 2. QUESTIONS should be formulated before you begin to read. | | | | | |
| 7. I ask myself, "What it is that I expect to learn from my reading?" | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal G: Successful students will develop and will make part of their own the SQ3R method of READING. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 8. I based my questions on a survey of the subheadings or main ideas of the reading material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I look at any Study Questions or Problem Sets that will tell me the author's sense of what is important in the reading material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I ask myself whether class lectures or discussions have already touched on the topics I am reading. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I ask myself whether my life experiences have taught me anything about the the topic that I am reading. | [ ] | [ ] | [ ] | [ ] | [ ] |
| Step 3. READ actively | | | | | |
| 12. I set a reasonable time limit for myself to make sure that I don't get bogged down. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I try to separate the author's main ideas from the examples by looking over the subheadings. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I underline the main ideas only after I have read a section. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I take notes as I read, jotting down key terms in the margin of of my book and making a check mark in the margin next to important examples of underlined main ideas. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 16. If I don't understand a key word, I look up its meaning in the dictionary. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal G : Successful students will develop and will make part of their own the SQ3R method of READING. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| Step 4. When you are finished reading, RECITE. | | | | | |
| 17. I recite to myself, in my own words, the main points of the reading. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 18. I answer in my own words the questions I wrote in Step 2. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 19. I remember key ideas by writing the key ideas down in my own words. | [ ] | [ ] | [ ] | [ ] | [ ] |
| Step 5. REVIEW immediately | | | | | |
| 20. I look back through the assigned reading to remind myself of the main points. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 21. I make notes to myself that relate the reading material to class lectures or discussions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 22. I jot down those things in the assigned reading which I want to ask about in class. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | | |
|---|---|---|---|---|
| 1 | 6 | 11 | 16 | 21 |
| 2 | 7 | 12 | 17 | 22 |
| 3 | 8 | 13 | 18 | |
| 4 | 9 | 14 | 19 | |
| 5 | 10 | 15 | 20 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below

Part III: Study Skills and Study Habits

Goal H: Successful students develop and will make part of their own NOTE-TAKING skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| Before the lecture | | | | | |
| 1. I read assigned work. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I review the notes from the last class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I recall all my life experiences and learning that relate to the subject. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I have a pen and a spiral (looseleaf) notebook. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I have a notebook with a special section for each course. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I number my notebook pages and the first few pages are reserved for assignment information. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I leave a 2 1/2-inch column on the left of each page for recall practice. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal H : Successful students will develop and will make part of their own NOTE-TAKING skills. (continued).

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| During the lecture | | | | | |
| 8. I use my pen in notetaking. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I use only one side of the page in taking notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I date each day's notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I use my own words in writing notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I use abbreviations whenever possible. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. My handwriting is legible for study at a later date. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I can identify the main ideas in a lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I can identify details and examples of main ideas. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 16. I indent examples and details under main ideas in order to show their relationship. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 17. I leave enough space to resolve confusing ideas in a lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 18. I ask questions to clarify confusing points in a lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 19. I record the questions my classmates ask the instructor. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal H: Successful students will develop and will make part of their own NOTE-TAKING skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| <u>During the lecture</u> | | | | | |
| 20. I am aware of the instructor's signals for important information. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 21. I can tell the difference between the lecture and nonrelated material. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 22. I take notes until my instructor dismisses the class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| <u>After the lecture</u> | | | | | |
| 23. My notes represent the entire lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 24. I review my notes immediately after class in order to make sure that they contain all the important points of the lecture and that they are legible. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 25. I underline important words and phrases in my lecture notes | [ ] | [ ] | [ ] | [ ] | [ ] |
| 26. I reduce my notes to jottings and cues for studying at a later date. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 27. I summarize the concepts and/or principles from each lecture in a paragraph. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 28. I recite from the jottings and cues column on a weekly basis. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III. Study Habits and Study Skills

Goal H: Successful students will develop and will make part of their own NOTE-TAKING skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 29. I use my notes to draw up practice questions in preparation for examinations. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 30. I ask classmates for help in understanding confusing points in the lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 31. I use my notes to find ideas that need further explanation. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 32. I am completely satisfied with my notetaking in my courses. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 33. I can understand my notes when I study them later. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 34. I use my reading assignments to clarify ideas from the lecture. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | | |
|---|---|---|---|---|
| 1 | 8 | 15 | 22 | 29 |
| 2 | 9 | 16 | 23 | 30 |
| 3 | 10 | 17 | 24 | 31 |
| 4 | 11 | 18 | 25 | 32 |
| 5 | 12 | 19 | 26 | 33 |
| 6 | 13 | 20 | 27 | 34 |
| 7 | 14 | 21 | 28 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please it below:

Part III: Study Habits and Study Skills

Goal I : Successful students will develop and will make part of their own TEST-TAKING skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| Before the Test | | | | | |
| 1. I know the material to be covered. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know the type of questions that will be asked. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I review and pre-test myself with my notes. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I make up a sample test for myself and try to answer it. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I scan my notes lightly before the test. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I get a good night's sleep before an exam. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I exercise on the day of the test. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I eat proper food on the day of the exam. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I arrive on time with scratch paper, a pen, and two No.2 pencils. | [ ] | [ ] | [ ] | [ ] | [ ] |
| During the Test | | | | | |
| 10. I listen to and read all instructions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I scan the entire test. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I ask the teacher for clarification when I don't understand something. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I budget my time. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal I: Successful students will develop and will make part of their own TEST-TAKING skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 14. I read everything on the test several times. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I watch for key words. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 16. I answer easy questions first. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 17. I mark questions I don't know, skip them and come back to them. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 18. I guess where there is no penalty. | [ ] | [ ] | [ ] | [ ] | [ ] |
| <u>After the test</u> | | | | | |
| 19. I review the entire test and check all my answers. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 20. I check to see if I followed directions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 21. I check to see if I skipped a question. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 22. I check to see if my essay speaks to the question. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 23. I check to see if there is a clear <u>thesis</u> (<u>theme</u>) statement present in the first paragraph of my essay. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 24. I check to see if specific <u>facts</u> and <u>examples</u> support the <u>thesis</u> of my essay. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 25. I check to see if I used <u>transitions</u> to show thought relationships. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal I: Successful students will develop and will make part of their own TEST-TAKING skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 26. I check to see if there is a concluding statement that summarizes my essay. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 27. I check to see if my handwriting is legible. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my responses to this section, I would like to work on (Circle the appropriate number):

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 5 | 9 | 13 | 17 | 21 | 25 |
| 2 | 6 | 10 | 14 | 18 | 22 | 26 |
| 3 | 7 | 11 | 15 | 19 | 23 | 27 |
| 4 | 9 | 12 | 16 | 20 | | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part III: Study Habits and Study Skills

Goal J: Successful students will develop and will make part of their own skills in taking DIFFERENT TYPES of test.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| In Multiple Choice items: | | | | | |
| 1. I cross out wrong options. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I read every option before answering. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I seriously consider an extremely long or short option since it is often correct. | [ ] | [ ] | [ ] | [ ] | [ ] |
| In True-False questions: | | | | | |
| 4. I know that items containing qualifiers, such as all, always, never, and none are usually false. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I know that items containing qualifiers such as some, sometimes, usually, and often are usually true. | [ ] | [ ] | [ ] | [ ] | [ ] |
| In Completion items: | | | | | |
| 6. I do the easy items first in order to eliminate them. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I use grammatical clues (i.e., the word an signals an answer beginning with a vowel sound.) | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I notice the length of the blanks. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part III: Study Habits and Study Skills

Goal J: Successful students will develop and will make part of their own skills in taking DIFFERENT TYPES of tests. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| In an Essay Question: | | | | | |
| 9. I read over all the questions first. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I read specific questions carefully in order to figure out exactly what I am expected to do. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I budget my time in relation to the points to be given for each answer. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I make brief outlines of my answers before I answer questions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I check afterwards to see if I have answered all parts of a question. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number:

| | | | |
|---|---|---|---|
| 1 | 5 | 9 | 13 |
| 2 | 6 | 10 | |
| 3 | 7 | 11 | |
| 4 | 8 | 12 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

## Part IV. LIFE CAREER PLANNING

Goal A: Successful students will take into account the VALUES they have as they plan their career life.....52

Goal B: Successful students will take into account the INTERESTS they have as they plan their career life.....53

Goal C: Successful students will take into account the ABILITIES they have as they plan their career life.....54

Goal D: Successful students will be able to match their CURRICULUM with the career they have chosen.....56

Goal E: Successful students will become aware of INTERNAL and EXTERNAL factors related to ACHIEVING their chosen career goals.....58

Goal F: Successful students will develop and will make part of their own the ability to generate decision-making ALTERNATIVES, gather necessary information, and assess the risks and consequences of the available alternatives.....60

Goal G: Successful students will use DECISION-MAKING skills to plan their career goals.....62

Part IV: Life Career Planning

Goal A: Successful students will take into account the VALUES they have as they plan their career life.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can tell what a value is and describe my own values. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can identify, and list in order of importance, my values. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can show how my values influence my life-style. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can provide examples of decisions that I have made that were based on my values. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can explain and show how values affect my decisions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can describe how my future career plans match my values. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part IV. Life Career Planning

Goal B: Successful students will take into account the INTERESTS they have as they plan their career life.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can identify and explain my areas of interest. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe how some of my interests are in a particular subject or topic area, while others may be found in several areas. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can explain the influence my parents, family, and friends have had on my areas of interest. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can describe how I am more inclined to be interested in things that interest my friends. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can describe how my current interests can help me decide on a career that I will find satisfying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can explain how I can expand my areas of interest. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can identify and describe other related areas of interest I could pursue. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

1 5
2 6
3 7
4

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part IV: Life Career Planning

Goal C: Successful students will take into account the ABILITIES they have as they plan their career life.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe my strengths in doing school work. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe my strengths for making friends and for being a friend. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can list and describe my abilities as they relate to school, home, friends, sports, and out-of-school activities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can describe my strengths in performing specific tasks at home, at school, and with friends. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I know that my ability to perform in any area depends on how I expect to perform. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can explain the value of the abilities and strengths that I have developed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how I can develop abilities and strengths in areas in which I have not as yet shown any special ability. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can describe how I have matched my abilities with the career I have chosen. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part IV: Life Career Planning

Goal D: Successful students will be able to match their CURRICULUM with the career they have chosen.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe the various curriculums open to me, the skills that I need to succeed in them, and the goals they will help me reach. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe the various elective courses and extra-curricular activities that are available to me, the abilities needed to succeed in them, and the goals that they will help me reach. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can describe the requirements for success in the programs and courses that I have selected. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can describe the abilities I need to succeed in the programs and courses that I have selected. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can demonstrate that the curriculum I have chosen is in keeping with my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part IV. Life Career Planning

Goal D: Successful students will be able to match their CURRICULUM with the career they have chosen. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 6. I can demonstrate that the electives that I have chosen are also in keeping with my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how the curriculum choices that I have made will help me reach my career goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can describe educational and vocational choices that are appropriate alternatives should I desire to change my curriculum plan. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part IV: Life Career Planning

Goal E: Successful students will become aware of INTERNAL and EXTERNAL factors related to ACHIEVING their chosen career goals.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe how I evaluate my daily life decisions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe how my curricular and extracurricular choices are related to my career goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can describe how my curricular and extracurricular choices are related to interests and hobbies that I wish to pursue. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can describe how my curricular and extracurricular choices will help me develop satisfying life roles. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can describe how an individual failure does not mean I am a failure. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can describe how my projected goals are consistent with my parents' expectations. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how my projected choice of career goals is consistent with the information available on job or career opportunities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I can describe how my projected choice of career goals matches my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part IV: Life Career Planning

Goal E: Successful students will become aware of the INTERNAL and EXTERNAL factors related to ACHIEVING their chosen career goals. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 9. I can describe how to prepare for the careers in which I am interested. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can describe alternative ways to my chosen career goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can describe any interpersonal conflicts that I must learn to handle if I am to be successful in achieving my chosen career goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I can describe the characteristics of my chosen career goals that match and those that don't match my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 5 | 9 | 13 |
| 2 | 6 | 10 | |
| 3 | 7 | 11 | |
| 4 | 8 | 12 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part IV. Life Career Planning

Goal F: Successful students will develop and will make part of their own the ability to generate decision-making ALTERNATIVES, gather necessary information, and assess the risks and consequences of the available ALTERNATIVES.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can make choices between two things that I would like to have. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can tell which choices are hard to for me to make. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I know what I think about when I make a choice. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can find out what might happen before I make a particular choice. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can list alternatives to a specific decision. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can explain some of the risks involved in choosing one alternative over another. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how I think about the results of different actions and then choose what I will do. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part IV: Life Career Planning

Goal F: Successful students will develop and will make part of their own the ability to generate decision-making ALTERNATIVES, gather necessary information, and assess the risks and consequences of the available ALTERNATIVES. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 8. I can list some consequences of a particular decision. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I can explain how gaining more information increases my alternatives. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I can explain the importance of generating alternatives and assessing the consequence of each before making a decision. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I can distinguish between alternatives that involve varying degrees of risks. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I can analyze the consequences of decisions others make. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I can provide examples and evaluate my present ability to generate alternatives, gather information, and assess the consequences in the decisions I make. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | |
|---|---|---|---|
| 1 | 5 | 9 | 13 |
| 2 | 6 | 10 | |
| 3 | 7 | 11 | |
| 4 | 8 | 12 | |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part IV: Life Career Planning

Goal G: Successful students will use DECISION-MAKING skills to plan their career goals.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can describe the steps in a decision-making process that works for me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can describe a good decision that I have made and how I made it. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I can relate a decision that I need to make for my future to a good decision that I have made previously. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can show an understanding of how other people influence my decision making. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I can show an understanding of how my personal goals influence my decisions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I can describe how I am developing my career goals based on my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can describe how I am developing my personal goals based on my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I have written a plan describing my career and personal goals that is based on my values, interests, and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

## Part V. WORK AND JOB SATISFACTION

Goal A: Successful students will carefully choose and will plan for their OCCUPATIONS.....65

Goal B: Successful students will develop and will make part of their own JOB-SEEKING skills.....67

Goal C: Successful students will develop the necessary WORKER's TRAITS that will lead to job satisfaction and advancement.....69

Goal D: Successful students will develop the ability to choose the WORK CONDITIONS that will lead to job satisfaction and advancement.....71

Part V: Work and Job Satisfaction.

Goal A: Successful students will carefully choose and will plan for their OCCUPATIONS.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know the job interests that I prefer. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know how to match-up my job interests with occupations. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I recognize those abilities in which I am strong. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I know which jobs use my favorite school subjects. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I have a good idea as to how much money I will need to earn in order to support my family. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I understand different types of work (i.e. structured, creative, or problem solving). | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I know where to get information on a particular job/occupation. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I know how much education is required for particular occupations in which I am interested. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I know what I want to get from my occupation (money, respect from others, variety of work.) | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I know what occupations match my values, interests and abilities. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | | |
|---|---|---|---|---|
| 1 | 3 | 5 | 7 | 9 |
| 2 | 4 | 6 | 8 | 10 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it here:

_____

_____

Part V: Work and Job Satisfaction

Goal B: Successful students will develop and will make part of their own JOB-SEEKING skills.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I am able to identify the steps of a job-hunting process. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know how to find resources that will help me with the job-seeking process. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I know different ways to look at and improve my job-seeking process. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I am aware of generally accepted hiring practices. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I know several sources that I can use to find out about job possibilities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I am able to identify a number of job possibilities for which I am educationally qualified and that require the competencies I have developed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I know how to investigate an organization, institution, business and/or community concerning a job. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I am able to evaluate job possibilities by considering the job characteristics which are most important to me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I know how the job market operates in specific occupations. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part V: Work and Job Satisfaction

Goal B: Successful students will develop and will make part of their own JOB-SEEKING skills. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I am able to identify the qualifications required for the jobs in which I am interested. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I am able to prepare a letter of inquiry and a resume, in the appropriate form, that reflect my qualifications for the jobs that I am applying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I am able to obtain and use references appropriate for the jobs for which I am applying. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I am able to identify possible questions that I may be asked in interviews. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I am able to say why I am qualified for the jobs for which I am applying. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

1 2 3 4 5 6 7
8 9 10 11 12 13 14

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

_____

_____

Part V: Work and Job Satisfaction

Goal C: Successful students will develop the necessary WORKER's TRAITS that will lead to job satisfaction and advancement.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I can adjust to new situations without giving up good aspects of the old. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I can take the position of a follower or a leader, depending on the situation. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I plan things well, yet act promptly and effectively. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I can be friendly and outgoing or quiet when necessary. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I have balance between freely expressing my feelings and acting with feelings under control. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I am neither overly dependent on others nor rebelliously independent. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I can accept rules and the goals of others, yet exercise initiative for my own goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I am neither too tense nor too relaxed in a work situation. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I use my time and energy so that I can get work finished, yet have time and energy left for recreation and other nonwork activities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 10. I try to "look on the bright side," yet recognize possible problems. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

1 2 3 4 5
6 7 8 9 10

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

Part V: Work and Job Satisfaction

Goal D: Successful students will develop the ability to choose the WORK CONDITIONS that will lead to job satisfaction and advancement.

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 1. I know whether I want to work for an organization or be self-employed. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. I know whether I want to work on my own initiative or let somebody else set down my job responsibilities. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. I know whether I want to make the key decisions or let somebody else make the decisions. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. I know whether I prefer to work short hours or invest in a 9 to 5 job. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. I know whether I prefer regular hours or shift work hours. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. I know whether I like doing a variety of duties or doing the same thing as a regular routine. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 7. I know whether I like fast-paced, busy every minute work or low pressure work. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 8. I know whether I like to see the specific and visible products of my labor or prefer long-range goals. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 9. I know whether I like to work indoors in a pleasing comfortable environment or work in a natural environment outdoors. | [ ] | [ ] | [ ] | [ ] | [ ] |

Part V: Work and Job Satisfaction

Goal D: Successful students will develop the ability to choose WORK CONDITIONS that will lead to job satisfaction and advancement. (continued)

| | Always | Most Times | Sometimes | Almost Never | Not At All |
|---|---|---|---|---|---|
| 10. I know whether I like work that involves frequent travel or work that involves little travel. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 11. I know whether I prefer working near home or working far away from home. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 12. I know whether I like work which involves high prestige and status or work that offers a low degree of status. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 13. I know whether I prefer to work for a large organization or for a small organization. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 14. I know whether I prefer work with many opportunities for advancement or work with few opportunities for advancement. | [ ] | [ ] | [ ] | [ ] | [ ] |
| 15. I know whether I prefer work that offers security and steady employment or work that involves risk-taking, high degree of challenge and adventure. | [ ] | [ ] | [ ] | [ ] | [ ] |

As I look at my answers to this section, I would like to work on (Circle the appropriate number):

| | | | | |
|---|---|---|---|---|
| 1 | 4 | 7 | 10 | 13 |
| 2 | 5 | 8 | 11 | 14 |
| 3 | 6 | 9 | 12 | 15 |

If there is anything that was not mentioned, but that you feel is important for you to work on, please list it below:

## ACHIEVING MY GOAL
## (Worksheet No.1)

1. I want to achieve the following goal.....
.....

2. What could keep me from reaching this goal?
..... I don't really have the skills and/or knowledge needed.
..... I don't want it badly enough to really work at it.
..... I'm afraid that I might fail.
..... I'm afraid of what others might think.
..... Others don't want me to reach this goal.
..... The goal is really too difficult to ever accomplish.
Some other reasons might be:.....
.....

3. What are some things I could do so the above things don't prevent me from reaching my goal?
.....
.....
.....
.....
.....

4. Who can help me?

| Name | Kind of Help |
|---|---|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

5. What are my chances for success?

.....Very good
.....Good
.....Fair
.....Poor
.....Very poor

Why Do I feel this way?
.....
.....
.....

6. What are some of the good things that might happen if I reach this goal?
.....
.....
.....

7. What are some of the bad things that might happen if I reach my goal?
.....
.....
.....

8. What are the chances that the bad things could happen if I reached the goal?

.....Very high
.....High
.....50/50
.....Low
.....Very low

What could be done to reduce the odds
.....
.....
.....
.....

9. Do I still want to try to reach this goal?

.....Yes
.....No
.....Still undecided

10. What are some first steps I could take to reach this goal?

.....
.....
.....
.....
.....

11. What else must I do if I am really to succeed?

.....
.....
.....
.....
.....

12. Am I going to take the above steps?

.....Yes
.....No
.....Still undecided

13. If my answer to No. 12 is yes, I make the following self-contract:

SELF-CONTRACT

I,....., decided to try to achieve the goal of.....

The first step I will take to reach this goal will be to.....

.....

by.....My target date for reaching this goal is:

.....

Date:.....Signed.....

Witnessed by:.....

Worksheet No. 2

1. My plan of action:

.....Worked very well, since I reached my goal.

.....Worked somewhat, since I nearly or partially reached my goal

.....Did not work, since I failed to achieve my goal.

2. How do I feel about succeeding/failing?

.....
.....
.....
.....
.....

3. I think the following thing(s) contributed to my success/failure:

.....
.....
.....
.....
.....

4. If I were to do it again, I would the following things differently:

.....
.....
.....
.....
.....

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